

## POCALLA SPRINGS ELEMENTARY

2060 Bethel Church Rd.

Sumter, SC 29154

**GRADES** PK-5 Elementary School

**ENROLLMENT** 791 Students

**PRINCIPAL** Stacey E. Reaves 803-481-5800

**SUPERINTENDENT** J. Frank Baker 803-469-6900

**BOARD CHAIR** James Giffin 803-481-2147

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	26	60	4	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

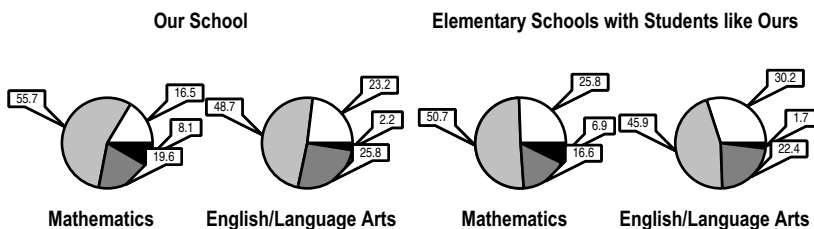
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




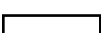
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Good	N/A
2002	Average	Good	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	51	118	111
Percent satisfied with learning environment	96.0%	92.2%	85.3%
Percent satisfied with social and physical environment	96.1%	94.0%	64.2%
Percent satisfied with home-school relations	83.7%	93.0%	78.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	410	98.3	23.2	48.7	25.8	2.2	28.0	17.6
Gender								
Male	209	97.1	25.3	50.0	22.5	2.2	24.7	17.6
Female	201	99.5	21.2	47.5	29.1	2.2	31.3	17.6
Racial/Ethnic Group								
White	254	98.0	22.8	46.9	27.7	2.7	30.4	17.6
African-American	145	98.6	23.4	52.4	22.6	1.6	24.2	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	353	98.6	18.7	49.5	29.5	2.3	31.8	17.6
Disabled	57	96.5	50.0	44.2	3.8	1.9	5.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	410	98.3	23.2	48.7	25.8	2.2	28.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	410	98.3	23.2	48.7	25.8	2.2	28.0	17.6
Socio-Economic Status								
Subsidized meals	295	98.0	24.4	54.5	19.9	1.2	21.1	17.6
Full-pay meals	115	99.1	20.7	36.0	38.7	4.5	43.2	17.6

Mathematics								
All students	410	98.3	16.5	55.7	19.6	8.1	27.7	15.5
Gender								
Male	209	97.6	16.3	55.6	19.7	8.4	28.1	15.5
Female	201	99.0	16.8	55.9	19.6	7.8	27.4	15.5
Racial/Ethnic Group								
White	254	98.4	12.9	55.4	23.2	8.5	31.7	15.5
African-American	145	97.9	22.6	56.5	12.9	8.1	21.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	353	98.6	13.1	56.7	21.0	9.2	30.2	15.5
Disabled	57	96.5	36.5	50.0	11.5	1.9	13.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	410	98.3	16.5	55.7	19.6	8.1	27.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	410	98.3	16.5	55.7	19.6	8.1	27.7	15.5
Socio-Economic Status								
Subsidized meals	295	98.0	17.9	60.6	17.1	4.5	21.5	15.5
Full-pay meals	115	99.1	13.5	45.0	25.2	16.2	41.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	112	N/A	29.4	38.5	31.2	0.9	32.1
	Grade 4	120	N/A	13.4	53.8	30.3	2.5	32.8
	Grade 5	136	N/A	27.8	60.2	11.3	0.8	12.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	132	96.2	17.4	34.8	41.7	6.1	47.8
	Grade 4	137	99.3	24.8	49.6	24.8	0.9	25.6
	Grade 5	141	99.3	27.2	60.8	12.0	N/A	12.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	112	N/A	29.5	50.9	16.1	3.6	19.6
	Grade 4	120	N/A	26.7	44.2	22.5	6.7	29.2
	Grade 5	136	N/A	23.9	55.2	14.9	6.0	20.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	132	97.0	11.3	52.2	25.2	11.3	36.5
	Grade 4	137	98.5	10.3	56.4	21.4	12.0	33.3
	Grade 5	141	99.3	27.2	58.4	12.8	1.6	14.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 791)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 6.9%	2.7%	2.4%
Attendance rate	97.2%	Up from 97.0%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.3%	Up from 10.8%	10.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.6%	Down from 7.7%	8.8%	8.0%
Older than usual for grade	3.0%	Down from 3.4%	1.3%	1.1%
Suspended or expelled	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 50)				
Teachers with advanced degrees	16.0%	Down from 18.0%	45.9%	50.0%
Continuing contract teachers	74.0%	No change	85.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.1%	Up from 75.0%	86.0%	86.2%
Teacher attendance rate	94.6%	Down from 95.1%	95.2%	95.3%
Average teacher salary	\$33,490	Up 2.4%	\$39,348	\$39,909
Prof. development days/teacher	13.9 days	Up from 9.5 days	12.2 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	21.7 to 1	Up from 20.0 to 1	18.6 to 1	18.9 to 1
Prime instructional time	90.5%	Down from 91.1%	89.6%	89.7%
Dollars spent per pupil*	\$4,784	Up 14.0%	\$6,059	\$5,892
Percent spent on teacher salaries*	60.5%	Down from 62.9%	66.0%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	89.1%	Up from 78.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pocalla Springs Elementary School is a thriving school, which prides itself on providing a quality education for all students. The school building is a perfect blend of functional design and visual aesthetics. The 69,000 square foot facility is situated on 74 acres. The site also offers a 50-acre nature preserve that contains a Carolina Bay and forest area in which students may study and learn. Our mission is to provide the highest academic and social achievement for each child by creating a child-centered, safe, orderly environment with a challenging curriculum and highly trained staff.

A diverse group of individuals comes together with one common goal: to ensure the very best educational experiences for all students. Our test scores have improved in math due to extensive teacher planning and preparation, unit plans, a new hands-on math curriculum, and strong parental support. Our School Improvement Council and Strategic Planning Committee worked with our teachers to determine the greatest needs for our instructional program. We discovered that our students have difficulty applying thinking and reasoning skills as shown by math word problems, science activities, making predictions, answering open ended questions, classifying and organizing information, and justifying conclusions. We are addressing the weaknesses with unit plans and classroom activities designed to take students to the higher order thinking skills in Bloom's Taxonomy. To reach the mandates of No Child Left Behind and having all children reading on grade level by the end of third grade, we are concentrating on teaching the teachers early intervention reading strategies. Twenty-nine teachers and administrators will participate in the Summer Reading Institute offered by the State Department of Education in conjunction with the SC READS Initiative. The entire staff is participating in a graduate level reading course offered at Pocalla next year. We are also flooding the school with reading materials and children's books to expose children to literature of all genres.

This year has been an exciting and rewarding one at Pocalla Springs. Among our accomplishments are the following: Palmetto Silver Award; Red Carpet School Award; Schools of Promise Flagship Award; PTA District 13 Outstanding Principal; PTA District 13 Teacher of the Year & one of the top three state finalists; SC READS grant recipient for \$665,000; and Tutorial Assistance Grant recipient for \$110,000.

Pocalla Springs is fortunate to have a very active PTA with numerous programs that benefit the children both educationally and financially. We also benefit from a variety of other funding sources including district resources, business partner donations, and Title 1 funds. We invite you to visit our school.

Stacey E. Reaves, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.